DOCUMENT RESUME

ED 230 247 JC 830 260

AUTHOR Haase, Murray; Caffrey, Patrick
TITLE Semi-Annual Report on Assessment Procedures: Spring, Summer, and Fall 1982.
INSTITUTION Sacramento City Coll., Calif.
PUB DATE 31 Mar 83
NOTE 53p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Academic Persistence; Community Colleges; *Educational Diagnosis; *English (Second Language); Grades (Scholastic); Institutional Research; Program Effectiveness; *Reading Achievement; *Remedial Instruction; *Student Evaluation; Tables (Data); *Testing Programs; Two Year Colleges; *Two Year College Students

ABSTRACT

The activities of Sacramento City College's (SCC's) Assessment Center are described in this report for April 1, 1982 through October 31, 1982. After revealing a 12.13% increase in the use of the Assessment Center over the previous year, the report provides data on the reading levels of SCC students and shows that through the college's assessment procedures students were being placed in the appropriate reading and English courses. The next sections, which summarize research conducted during the period, focus on: (1) reading proficiency levels of students in selected courses conducted to determine the academic characteristics of students who drop courses during the first through fourth weeks and later; (2) the results of an essay examination administered at the completion of a developmental English course; (3) a study of retention and success rates and reading and achievement test scores of English 70 students; (4) a comparative analysis of the grades and assessment scores of English as a Second Language students; (5) non-English department research on reading and composition competency levels; and (6) success rates of students receiving waivers. The remainder of the report consists of data tables corresponding to the text. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED230247

Semi-Annual Report on ASSESSMENT PROCEDURES
Spring, Summer, and Fall 1982

Murray Haase and Patrick Caffrey

SACRAMENTO CITY COLLEGE
Assessment Center

March 31, 1983

JC 830 260

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Haase

P. Caffrey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SACRAMENTO CITY COLLEGE
Assessment Center
March 31, 1983

MEMORANDUM

TO: Mr. Burris, Mr. Tucker, Mr. Nadler, Mr. Rodgers, & interested personnel

FROM: Murray Haase and Patrick Caffrey

SUBJECT: Semi-Annual Report on Assessment Procedures for Spring, Summer and Fall 1982 Semesters

SACRAMENTO CITY COLLEGE
Assessment Center
March 31, 1983

Dear

Attached is a copy of the April 1, 1982 to October 31, 1982 research report of the Sacramento City College Assessment Center activities.

We hope that it will be informative and useful.

Respectfully,

Murray Haase
Patrick Caffrey

I N D E X

CONTENTS		PAGE
SYNOPSIS		
TABLE 1A	Numerical Statement and Scope of Services	13
TABLE 1B	Scope of Services - By Area	15
TABLE 2A	Distribution of Total TASK Reading Scores According to Grade Levels	16
TABLE 2B	Comparison of Change in Total TASK Reading Scores According to Grade Levels	17
TABLE 3	Comparison of TASK Placement Levels	18
TABLE 4A	Relationship of Average or Raw Scores to Grade Level Placement	19
TABLE 4B	Comparison of Average TASK Scores in English Classes by Class Levels and by Grades - Distribution According to Reading Scores	20
TABLE 4C	Comparison of Average TASK Scores in English Classes by Class Levels and by Grades - Distribution According to English Scores	21
TABLE 4D	Comparison of Average Michigan Scores in English as a Second Language (E.S.L.) Classes By Class Levels and by Grades	22
TABLE 5	Comparison of Average TASK Scores with Grades in Higher Education Learning Package (H.E.L.P.) Classes - Distribution According to Reading and English Scores	23
TABLE 6A	Comparison of Average TASK Scores in Non-English Department Classes by Grades - Distribution According to Reading Scores	24
TABLE 6B	Comparative Analysis of TASK Scores in Non-English Department Classes	26

I N D E X

CONTENTS		PAGE
TABLE 7A	Evaluation Study of Assessed Students Spring 1982 - Guide to Statistical Format	29
TABLE 7B	Evaluative Study of Assessed Students Spring 1982	30
TABLE 8A	English 57 Essay Examination - Frequency Distribution of Students According to Grading Criteria	36
TABLE 8B	English 57 Essay Examination - Scattergram of English 1A Correlated to Essay Examination and Grading Criteria	37
TABLE 9	English 70 - Variation in Predictability Between Nelson Reading Test and Test of Adult Basic Education	38
TABLE 10A	English 1A Placement Waivers - Analysis of Reasons for Student Waivers for English 1A	39
TABLE 10B	English 1A Placement Waivers - Analysis of Students Receiving Waivers for Summer/Fall, 1982	40

SACRAMENTO CITY COLLEGE
ASSESSMENT CENTER
March 31, 1983

SEMI-ANNUAL REPORT ON ASSESSMENT PROCEDURES

SPRING, SUMMER and FALL 1982

SYNOPSIS

PURPOSE

This report has a sixfold purpose. First, it provides accountability of Assessment Center activities from April 1, 1982 through October 31, 1982; second, it provides information regarding competency levels of our student population; third, it evaluates the results of the currently used placement/advisement procedures in selected subject matter areas; fourth, it provides the administration with information as to the types and number of courses which need to be offered to meet defined needs of students; fifth, it supplies statistical information regarding the placement research activities of the Center; and sixth, it attempts to prioritize the expansion of the Center's assessment/placement services.

In the interest of clarity and brevity only the final results are discussed in this synopsis. The tables are presented to verify statements which reflect change or needed changes. All the preliminary data are available in the Assessment Center.

NUMERICAL STATEMENT & SCOPE OF SERVICES

The results of the Numerical Statement (Table 1A) reveals an increase in Assessment Center utilization of 12.13% over the comparable report period a year ago. The Scope of Services - By Area information reveals the extent

of each department's utilization of the Center's services. (Table 1B)

LEVELS OF COMPETENCY

An assessment sample which included 4,465 students revealed that 60.11% of our incoming and returning students were reading below the 13th grade level. (Table 2A)

In the previous report period 34.67% of the students fell in the 13+ grade level. This figure has increased to 39.89% during this current research period. (Table 2A)

Of the remaining student population, 20.05% (895 students) were 1-2 years below the 13th year competency level, 18.5% (826 students) were 3 years below, and 21.56% (963 students) were four or more years below the 13th year level. In this latter group it was found that 10.86% (485) of the students were below the 7th grade reading competency level. While this is a decrease of 1.32% from the previous report period, the number of students actually in the lowest proficiency category increased. It seems the larger data base resulted in a percentage shift away from the lower grade levels.

A complete analysis of the changes in reading competency level which have occurred since the previous semester is found in Table 2B.

The information from Table 3 reveals the results of the placement activities used by the Language and Literature Division in the last three report periods.

		November 1981	May 1982	November 1982
LEVEL 3	(1A)	29.8%	23.8%	32.4%
LEVEL 2	(57 - 60)	22.4%	21.5%	23.0%
LEVEL 1	(55 - 56)	47.8%	54.7%	44.6%

This distribution places a total of 1,929 students in Level 1 for the current report period. This is a decrease of 10.1% when compared to the number in this level during the last report period, but again one should realize that the head count must be evaluated along with the percentages. There was an increase of 1.5% in the number of students in Level 2 and 8.6% increase in Level 3.

ASSESSMENT VERIFIES PROPER PLACEMENT

Students are being properly placed in the various levels of English and reading classes. (Table 3) The students placed in each class proficiency level had similar competencies.

The average reading score needed to achieve an "A" grade in English 1A increased to an average of 69.3 (13+ grade competency level). The Fall Semester 1982 research revealed that a student had to be reading in the upper 13th year to receive a "C" grade or better in the English 1A course (level three). The raw score reading level needed to get a "C" grade in English 1A during Fall 1982 increased 1.3 reading score points on the TASK when compared to the comparable report period.

In English 57 the average raw reading score needed for an "A" grade was 63.3 (13+ grade competency level). Only those students whose reading scores averaged between the 12th - 12.9 grade competency levels received a "C" grade or better. It took a lower reading competency level (1.4 raw score units) to achieve a "C" grade in English 57 during the Fall 1982 semester than it did in Fall 1981 semester.

In the English 56 courses a reading competency grade level to receive a "C" grade was 10.7. This reflected an increase of 4.7 raw reading score units since the last report period.

In English 55 the number of raw reading units needed to pass the course increased by .3. This score is equated to the 9th grade competency level.

A 13th or above grade reading competency level was needed to pass English 53. The increase in reading proficiency level needed to pass 53 with a "C" grade increased 10.5 raw reading units since the last report period. This represents more than a full grade level.

The grading of students in English 60 is now more consistent with reading and English scores but there has been a decrease in reading competency levels needed to receive a "C" grade. The reading competency level needed to receive a "B" grade has also decreased.

In summary, it was found there was an increase in the reading competency level needed to achieve a "C" grade in English 1A, English 53, and English 55, and 56. In English 57 and 60, the reading competency level needed for a "C" grade decreased.

In correlating the English scores and letter grades it is important to note that in the instances of English 1A, 57, 55, and 53, it took a higher average English score in Fall 1981 than it did in Fall 1982 to receive each passing letter grade. In English 60 and 56, it took a lesser English competency to receive a passing grade ("C") during this last report period. (Table 4C)

It took a lower TASK English competency level to achieve an "A" grade in English 73. This was a decrease in English competency levels of 12.0 TASK units since the last report. There was an increase of .3 raw units for the "A" grade in English 72. The "C" grade in English 73 needed a higher competency level of 9.7 units. The increase was 2.4 units in English 72 and 5 units for a "C" grade in English 71. Students who received a "C" grade in English 70 showed an increase in assessed competency level over the comparable period.

The imposition of reading competency levels on entering technology students has increased enrollment in the Reading Department. This resulting impact has been particularly noticeable in the Spring 1983 semester when reading classes were filled to capacity. Results describing this impact will be available in the next report.

EVALUATION STUDY OF ASSESSED STUDENTS, SPRING 1982

The Center began a study of the reading proficiency levels possessed by students in selected courses in order to begin describing the academic nature of the students who drop classes during the 1st - 4th weeks and the 5th - 18th week periods.

It is becoming increasingly difficult for a student reading below a 10th grade level to pass any course included in this survey. This cross-section may well have applications to other curriculum areas where similar academic standards exist.

The Evaluation Study of Assessed Students may be found in Table 7B. A guide describing the statistical format used may be found in the preceding table (7A).

While it may be redundant to do so, it was felt necessary to synthesize

findings for the reader who may not have time for a lengthy perusal of the raw data. The following summary is composed of grade levels as determined by TASK reading scores.

	READING LEVEL FOR: DROPS: WEEK 1 - 4	DROPS: WEEK 5 - 18	READING LEVEL FOR "C" GRADE	COMPOSITE READING LEVEL FOR A, B, & C GRADES
Admin. of Justice 51	9.6	10.6	10.9	12.6
" " " 52	10.7	10.7	10.3	10.9
Aeronautics	10.2	10.7	11.0	13+
Art 10	10.5	9.9	11.3	12.6
Chemistry 1A	12.9	12.6	13.0	13+
Cosmetology 50	7-8	9.3	10.0	10.8
Economics 1A	12.0	11.9	12.0	12.6
English 1A	13+	13+	13+	13+
" 57	11.6	12.0	11.9	12.0
" 56	10.7	10.7	10.6	10.7
" 55	7-8	7-8	7-8	9.3
" 72	12.6	12.0	10.9	12.3
" 70	6.9	6.9	6.9	6.9
" 71	10.4	10.2	10.3	10.5
Family Consumer Science 10	10.7	10.7	10.8	11.9
History 17	10.9	11.6	12.9	13.0
Humanities 1	11.3	11.6	11.6	12.9
Philosophy 6	12.6	12.6	12.0	13.0
Political Science 1	11.6	11.6	12.9	13+
Psychology 1	11.9	11.3	11.9	12.9
Sociology 1A	10.6	11.3	10.9	12.3
Math. W	9.9	10.0	10.1	10.4
Math. X	10.9	11.0	11.3	11.3

The nature of the "drop" students is becoming much clearer. There is a parallel occurring between the reading proficiency levels of students who drop and those students who are retained in the classes and eventually receive

unsatisfactory grades. The student with the lowest median reading score seems to drop. These students if they remained in class would have little opportunity to succeed with a passing grade. (Table 7B)

The reading proficiency level possessed by the student who dropped during the 5th - 18th week was equal in many instances to the reading proficiency levels possessed by students who earned a "D" or other unsatisfactory grades.

In the instances of Administration of Justice 51 only 28.6% of the students who dropped in the 1st - 4th week were assessed. The balance (71.4%) were unassessed. In the 5th - 18th week drop period 51.6% of the drops were unassessed. (Table 8A)

This is a most important finding when it is related to the effect of assessment upon student retention. The assessed student does not drop classes as often as do the unassessed student. It may be that the assessment process helps students in the process of selecting suitable courses and majors which are consistant with defined competencies.

In summary, several important findings seem to surface, (1) the student reading below a 10th grade level has very little chance of receiving a "C" grade or better in any class except classes which were created to meet specific learning skill needs, (2) to program students who are reading in the low 10th grade reading level into a "transfer" program does not lead to academic success or retention, (3) the assessed student who drops classes possesses reading proficiency levels equal to the student who invariably receives an "unsatisfactory" course grade, (4) the assessed student is less likely to drop a class or will more often be retained in a class longer than the unassessed student, and (5) the "INC" student often possesses a high reading proficiency level which in some instances approximate those levels of the "A" student, but the causes of the "INC" are unknown.

ENGLISH 57 ESSAY EXAMINATION STUDY

In the 1982 Spring Semester, the Sacramento City College Language and Literature Division administered an essay to 222 students who were completing the English 57 (pre 1A) class.

It was possible to include all 222 in Table 8A (Frequency Distribution of Students According to Grading Criteria), but one student of the 222 did not have sufficient identification to be included in the data base used in the compilation of Table 8B (Scattergram of English 1A Correlated to Essay Examination and Grading Criteria).

Thirty students took the essay and then enrolled in English 1A classes. Of these 30 students, eleven entered English 1A without achieving a satisfactory ranking in the examination essay. These eleven students entered 1A as follows: 3 by Assessment Center placement, 3 by faculty recommendation, and 5 by-passed the placement/essay placement process during registration. Four of this latter group of students registered at S.C.C., and one enrolled at Mather Air Force Base outreach.

Six of the thirty students who took English 1A received a "D" grade or less. Two of these "unsuccessful" students were placed by departmental essay recommendation, two by faculty waiver, one by-passed the entire placement process, and one received a waiver from the Assessment Center.

Seventeen (89%) of the nineteen students who achieved recommending essay grading criteria (3-3-1) or better received "C" or better grades in English 1A. This seems to indicate a high correlation between the evaluation criteria used in grading the essay and subsequent letter grades earned by students who passed the essay and enrolled in English 1A, but one should keep in mind that this conclusion is based on only 9% of the data base.

There were 180 students who were redirected back into English 57 through the essay process, and 27 repeated the course. The grades earned by these 27 students were as follows: 8 received "B" grades, 6 earned "C", 2 received a "D", 2 an "F" and 9 dropped the course during the semester.

There seems to be several problems which may be addressed: (1) apparent flaws in the registration process, (2) the use of waivers in the system, (3) the grading standards used in evaluating the essays, (4) the size of the research data base, and (5) lack of information about the students who did not enroll in English 1A.

ENGLISH 70 RETENTION & ASSESSMENT INSTRUMENT PROJECT

In the Fall 1982 semester the Center was asked to expand its usual research effort with the English 70 classes. The request had three parts:

(1) it was to evaluate retention and student success rates in all class sections, (2) it was to begin an evaluation of the relative effectiveness of the Nelson Reading Test when compared to the TABE (Test of Adult Basic Education) in determining the reading proficiency levels of the students who enroll in English 70 and, (3) it was to compare the accuracy of the Nelson and TABE in delineating the proficiency levels as defined by TASK (Stanford Test of Academic Skills).

The retention and success phase of the research was implemented in the Fall 1982 semester. Six day sections provided an enrollment data base of 146 students. This number included adds and drops which occurred during this period. Enrollment at the end of the semester was 110 with a resulting 80.1% retention rate.

The evaluation of the final grades showed that 43 (39.4%) received credit, 22 (20.2%) received a "no credit" grade, and 44 (40.4%) had either an "INC" or "I.P." (in progress) grade.

There were 86 of the 109 students who pre-tested with the TASK. When the TASK was used as a retest, sixty-one (71%) of these students retested into English 70 or, in other words, did not make sufficient progress to advance into English 71. There were 25 (29%) who were advanced into English 71.

When the Nelson Reading Test was used to evaluate student progress in English 70, 55 students showed an average reading gain of one year and 9 months. There were 33 students who showed a loss on the Nelson Reading Test.

The use of the TABE was used experimentally during the Fall 1982 semester with English 70 classes, but it was not until the Spring 1983 semester that usage increased to the point where a valid data base was established and phases 2 and 3 of the research were possible.

The data base for the Spring 1983 research project was limited to the performances of 110 students enrolled in English 70 during the Spring 1983 semester and who had completed all 3 tests (Nelson, TABE, and TASK).

Initial research into the comparability of the Nelson Reading Test indicate that Nelson and TABE predicted the same level of proficiency in 24 instances or 21.8% of the time. The Nelson and TABE were equal to each other but not to the TASK in 51 (46%) incidences.

When the TABE results were compared to the predictability quality of

the TASK it was found that in 23 (20.9%) instances the TABE correlated better to the TASK. The Nelson correlated better in 12 (10.9%) instances.

When the grade placement levels of the Nelson and TABE were compared and analyzed, it was found that the differences in months ranged from a perfect correlation in 7 (6.4%) instances to an extreme of 37 (33.6%) instances representing 2 or more years difference. (Table 9)

There were 53 scores which were converted into grade level differences of 0 to 5 months and 57 scores revealed differences of from 6 to 13 or more months.

It is understandable that the Nelson and TASK would correlate closer with each other and not necessarily with the TASK results because of their respective data bases. The higher correlation of TABE to TASK may be the result of the recency of the TABE research and the basic wording of the test items which have been defined as "adult oriented."

When the diagnostic value of the TABE is added, it might be well to use it instead of the Nelson. This is especially true if the TASK is used as the primary placement component. There does not seem to be a need for both the TABE and Nelson, except perhaps as a validation check of each other.

COMPARATIVE ANALYSIS OF ENGLISH AS A SECOND LANGUAGE GRADES AND ASSESSMENT SCORES

The correlation of scores on the Michigan Test of English Language Proficiency and the letter grades awarded students was basically equal to that revealed in the previous research period, but minor variations did occur.

In E.S.L. 1, higher levels of proficiency were needed during the Fall 1982 over Fall 1981 in order to receive each comparable letter grade. This increase was noted in E.S.L. 2 as well as the "C" grade level for E.S.L. 11.

Minor fluctuations of competency levels occurred in E.S.L. 3 and E.S.L. 4. It seems that it is becoming more difficult to earn a "B" grade in E.S.L. 3 and a "C" grade in E.S.L. 4.

There seems to be a softness in the grading policy of E.S.L. 5 students, but such a generalization must be tempered by the number involved in the data base. An essay which is to be implemented for the Fall 1983 semester has been

created in an attempt to solve this problem.

There seem to be changes which are occurring in the nature of the traditional E.S.L. students. Many potential E.S.L. students who arrived several years ago and enrolled in district high schools are now entering Sacramento City College. They seem to be attempting to enter the regular English classes rather than assess into the E.S.L. program. This movement will soon have a decided impact on the scope of the offerings of the E.S.L. department.

COMPARISON OF AVERAGE TASK SCORES IN NON-ENGLISH DEPARTMENT CLASSES

There is an extensive research effort being made to describe the average reading and composition competency levels of students who were in non-English department courses in the Fall 1982 semester. (Table 6A.)

The next research period will include a similar effort for it is felt that this information is needed if the service of the Assessment Center can be directed toward academic areas where excessive attrition is taking place.

ANALYSIS OF WAIVERS

The success rate for students who received waivers for English 1A was 27.91% (Table 10B) This data was based on 172 instances. The research revealed that 50.58% never enrolled in English 1A after receiving the waiver.

This appears to be a rather unproductive part of our operation, but it is still felt to be worthwhile for such a system seems to be a necessary component for a strong assessment/placement process.

SUMMARY

The Center is beginning to shift emphasis and plans to begin issuing a series of research monographs which will reflect research efforts. The English 57 Essay Examination Study, the English 70 Retention and Assessment Instrument Report, and the Evaluation Study of Assessed Students, Spring 1982 are examples of this shift.

While it is important to continue issuing an on going evaluation of the effectiveness of the assessment/placement process, some reports which have been issued every six months may become a yearly study. The Center plans to increase scope of the Evaluation Study of Assessed Students to include all courses under the assessment/placement process.

The format of the research effort has become necessarily more limited in scope because of the increased assessment load. This increase does not seem to be leveling off in any way. The Center's effort in the outreach area, especially the area high schools, will soon increase quite dramatically.

There are a few items and trends which have appeared to surface in the research that need further discussion. One of these is the English 57 Essay examination. There seems to be a problem in whether or not the criteria which is used to evaluate the final essay is being taught in the class.

This problem first appeared when the Center researched the effectiveness of each course in the curriculum ladder to prepare a student for the next class during the previous research period. The only course which did not seem to do this as well as the other composition courses was English 57.

Needs relating to mathematics are continuing to escalate and the Center has increased its mathematics assessment by 290.5%. There is a plan to begin a comprehensive evaluation of the effectiveness of the mathematics assessment/recommended placement process now used by the Center. Research has not reached the point where the currently used placement effort can be accomplished with a high degree of accuracy. There is a need for an objectified mathematics assessment/placement process which can help counseling in advising students about proper mathematics course selection.

The most important part of this effort concerning mathematics is the fact that students are voluntarily asking for this service and as a result are enrolling in classes where they feel the needed mathematics concepts or reviews are taught. In effect, the Center is assessing and recommending placement for all students who show an interest in taking a mathematics course. Without some form of assessment the movement of students in and out of mathematic classes would be even larger than it is, considering our findings about the nature of the students who drop classes.

The Center has expanded services to the Placement Center by providing

additional assessment opportunities in the interest and personality areas, but lack of funding is reducing this service almost two months before the end of the current academic year.

The Business Division, and specifically data processing, is increasing its utilization of the mathematics assessment/placement process.

Extensive research has begun into the nature of the proficiency problems which lead to attrition in the Licensed Vocational Nursing program. The three components reading, mathematics, and language are included in the research.

Reading faculty members responded to a request from the Biology faculty for information about the reading and science proficiency levels of the students enrolled in Biology 1A and 1B. The results were used to redirect students into compatible academic levels.

Some English classes such as literature have not been under the assessment/placement umbrella until this year. We will be able to begin to evaluate this component in the next research period.

The use of a competency profile was implemented for the Spring semester 1983 for all assessed students, and the diagnostic capabilities of the Center are increasing to the point where prescriptive information is now available to students in learning skill courses.

The continuing support by administration and Faculty Senate has been invaluable in the expansion of our services to students and should be recognized.

Spanish and French placement will begin for the Fall 1983 semester. Students will be asked to enroll in classes with an assessment card much as is done in English and most Occupational Technology classes.

Computerization of the Center has reached the stage where the physical tie-in with District should be effected by May and the research soft-ware should be under way by the Summer of 1983. There will be space on the computer for 10 assessment instruments for each student and as a result an assessment profile can be created which will reveal academic growth and areas where additional academic training is needed.

There have been many other changes which are beginning to emerge as faculty begin to understand the value of assessment in creating a homogeneous educational environment, but everyone should understand that the assessment/placement process can not guarantee a student's "success" in any class. Success and retention remain in the possession of an inspired, competent faculty.

TABLE 1A

NUMERICAL STATEMENT & SCOPE OF SERVICES

April 1, 1982 To October 31, 1982

INSTRUMENT ADMINISTERED	NUMBER ASSESSED
Brown-Holtzman Study Skills	3
California Achievement Test 19C (Dental Assisting & LVN)	378
California Occupational Preference System (COPS)	86
California State and Local Government Test	6
Career Assessment Inventory	73
Career Skills Assessment Program	7
Chemistry Placement Test	2
Coop Mathematics Test	1,066
Davis Reading Test	4
Dental Assisting Vocational Certification Exam.	312
Dental Hygiene Aptitude	46
Dental Hygiene National Certification Exam.	21
English Diagnostic #1	3
English Diagnostic #2	551
English Essay Test (Placement)	2
E.T.S. Survey Instruments	12
Gates-MacGinitie Reading Test	0
General Aptitude Test Battery (GATB)	73
Individualized English Diagnostic Test	2,210
Kuder Occupational Interest Survey	4
McGraw-Hill Reading Test	54
McGraw-Hill Vocabulary Test	219

TABLE 1A (continued)

Michigan Test of English Language Proficiency		773
National League of Nursing (NLN)		361
Nelson-Denny Reading Test		269
Nelson Reading Test		272
Norton Diagnostic Test		77
Prescriptive Reading Inventory		15
Reading For Understanding		251
Self-Directed Search		47
Spanish Challenge Test		47
Spanish Placement Test		12
Stanford Diagnostic Reading Test		0
Stanford Test of Academic Skills (TASK)		4,478
Strong-Campbell Interest Inventory (SCII)		512
Tests of Adult Basic Education (TABE)		109
Wide Range Vocabulary Test		115
Supplemental Assessment Processing		1,042
French	68	
E.S.L.	242	
Tennessee Self Concept Scale	412	
Student Personnel	73	
Career Center Referrals	247	
TACTICS (English Diagnostic)		87
TOTAL INSTRUMENTS ADMINISTERED		13,599

TABLE 1B

SCOPE OF SERVICES - BY AREA

April 1, 1982 To October 31, 1982

Allied Health	1,118
Work Experience	86
Social Science	418
Science, Math and Engineering	62
Student Personnel	1,036
Technology	1,006
Language and Literature	8,846
English Second Language	1,015
Community	12
TOTAL	13,599

TABLE 2A

DISTRIBUTION OF TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

April 1, 1982 To October 31, 1982

GRADE LEVEL	NUMBER	PERCENT
13+	1,781	39.89
12 - 12.9	463	10.37
11 - 11.9	432	9.68
10 - 10.9	826	18.50
9 - 9.9	222	4.97
7 - 8.9	256	5.73
1 - 6.9	485	10.86
TOTAL	4,465*	100.0

*Total does not include 13 students who completed the English section of the TASK only.

TABLE 2B

COMPARISON OF CHANGE IN TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

GRADE LEVEL	FALL 1981, SPRING 1982	SPRING, SUMMER, FALL 1981
13	+5.3	+.4
12 - 12.9	-	-.4
11 - 11.9	+.2	+.1
10 - 10.9	-1.3	+.5
9 - 9.9	-1.2	-.1
7 - 8.9	-1.8	-1.0
1 - 6.9	-1.2	+.5

TABLE 3

COMPARISON OF TASK PLACEMENT LEVELS
(COMBINED READING AND ENGLISH SCORES)

April 1, 1982 To October 31, 1982

(TOTAL - 4325)

	LEVEL 1		LEVEL 2	LEVEL 3
	1929			
	(55)	(56)	(57 - 60)	(1A)
NUMBER	1097	832	996	1400
PERCENT	25.4	19.2	23.0	32.4

COMPARISON OF TASK PLACEMENT LEVELS
(READING ONLY)

(TOTAL - 4465)

	GRADES		
	8 - 9	9 - 10.9	11+
	READING		
	70	71	72, 73, 74
NUMBER	651	926	2888
PERCENT	14.6	20.7	64.7

TABLE 4A

RELATIONSHIP OF AVERAGE OR RAW SCORES TO GRADE LEVEL PLACEMENT

GRADE LEVEL	*AVERAGE OR RAW SCORES READING	*AVERAGE OR RAW SCORES ENGLISH
13+	60 - 78	54 - 69
12 - 12.9	56 - 59	52 - 53
11 - 11.9	52 - 55	50 - 51
10 - 10.9	42 - 51	44 - 49
9 - 9.9	38 - 41	40 - 43
7 - 8.9	32 - 37	26 - 39
1 - 6.9	0 - 31	0 - 25

*Average scores from the tables on the following pages may be interpreted by comparing them to the grade levels on this table.

TABLE 4B

COMPARISON OF AVERAGE TASK SCORES IN ENGLISH CLASSES
BY CLASS LEVELS AND BY GRADES

FALL SEMESTER 1982

DISTRIBUTION ACCORDING TO READING SCORES

ENGLISH CLASSES	A	B	C	D	NC	INC	CP****
English 1A	***69.3	67.7	66.4	66.3	67.9	68.9	-
**(413)	*(53)	(122)	(132)	(38)	(54)	(14)	205
English 57	63.3	60.1	57.7	56.4	59.2	56.0	-
(328)	(13)	(105)	(132)	(33)	(44)	(1)	128
English 60	-	52.0	51.0	-	-	61.0	-
(5)	-	(1)	(1)	-	-	(3)	38
English 56	-	46.0	49.7	-	51.0	-	-
(172)	-	(1)	(126)	-	(45)	-	86
English 55	-	-	39.1	-	35.9	30.0	-
(231)	-	-	(168)	-	(61)	(2)	36
English 53	-	-	60.4	-	61.3	54.0	-
(36)	-	-	(19)	-	(6)	(11)	19
READING CLASSES							
English 73	64.2	59.0	52.5	-	60.4	62.0	-
(58)	(21)	(27)	(2)		(7)	(1)	11
English 72	69.8	61.0	58.5	55.0	55.5	-	-
(45)	(4)	(13)	(21)	(5)	(2)	-	13
English 71	45.4	45.0	46.1	43.5	47.1	51.8	-
(144)	(48)	(34)	(17)	(11)	(28)	(6)	39
English 70	-	-	30.6	-	28.2	27.7	-
(115)	-	-	(47)	-	(24)	(44)	6

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Indicates total number assessed.

***Indicates average scores.

****CP stands for "Class Placement." This number indicates the students who were placed in the class by promotion or by waiver.

TABLE 4C

COMPARISON OF AVERAGE TASK SCORES IN ENGLISH CLASSES
BY CLASS LEVELS AND BY GRADES

FALL SEMESTER 1982

DISTRIBUTION ACCORDING TO ENGLISH (COMPOSITION) SCORES

ENGLISH CLASSES	A	B	C	D	NC	INC	CP****
English 1A	***61.4	60.8	60.0	59.2	60.4	60.1	-
**(411)	*(53)	(121)	(132)	(38)	(53)	(14)	205
English 57	57.5	53.9	52.5	51.7	53.2	53.0	-
(326)	(13)	(103)	(131)	(33)	(45)	(1)	128
English 60	-	63.0	50.0	-	-	50.7	-
(5)	-	(1)	(1)	-	-	(3)	38
English 56	-	50.0	44.7	-	45.6	-	-
(170)	-	(1)	(124)	-	(45)	-	86
English 55	-	-	31.6	-	29.4	32.0	-
(226)	-	-	(164)	-	(60)	(2)	36
English 53	-	-	52.0	-	53.3	51.9	-
(36)	-	-	(19)	-	(6)	(11)	19
READING CLASSES							
English 73	50.8	48.4	54.0	-	49.7	34.0	-
(56)	(19)	(27)	(2)	-	(7)	(1)	11
English 72	61.8	49.6	48.6	46.2	50.5	-	-
(45)	(4)	(13)	(21)	(5)	(2)	-	13
English 71	42.1	40.8	41.1	36.9	39.8	44.2	-
(142)	(48)	(33)	(17)	(11)	(27)	(6)	39
English 70	-	-	32.7	-	24.8	27.5	-
(112)	-	-	(45)	-	(24)	(43)	6

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Indicates total number assessed.

***Indicates average scores.

****CP stands for "Class Placement." This number indicates the students who were placed in the class by promotion or by waiver.

TABLE 4D

COMPARISON OF AVERAGE MICHIGAN SCORES
IN ENGLISH AS A SECOND LANGUAGE (E.S.L.) CLASSES
BY CLASS LEVELS AND BY GRADES

FALL SEMESTER 1982

DISTRIBUTION ACCORDING TO COMPOSITE CONVERTED SCORES

CLASSES	A	B	C	D	NC	INC	CP****
E.S.L. 1	***58.4	58.9	57.7	62.0	56.7	58.0	-
**(79)	*(16)	(29)	(16)	(8)	(7)	(3)	44
E.S.L. 2	60.4	56.6	57.4	58.3	57.2	58.0	-
(75)	(17)	(24)	(22)	(3)	(6)	(3)	38
E.S.L. 11	62.3	57.8	56.9	61.2	58.6	60	-
(80)	(15)	(29)	(18)	(9)	(8)	(1)	28
E.S.L. 3	73.7	77.4	73.8	72.3	75.3	-	-
(25)	(3)	(7)	(8)	(3)	(4)	-	68
E.S.L. 4	75.7	75.1	75.3	-	79.0	-	-
(19)	(6)	(8)	(3)	-	(2)	-	50
E.S.L. 5	84.0	83.5	-	80.0	85.0	-	-
(5)	(1)	(2)	-	(1)	(1)	-	17

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Indicates total number assessed.

***Indicates average scores.

****CP stands for "Class Placement." This number indicates the students who were placed in the class by promotion or by waiver.

TABLE 5

COMPARISON OF AVERAGE TASK SCORES WITH GRADES

IN HIGHER EDUCATION LEARNING PACKAGE (H.E.L.P.) CLASSES

FALL SEMESTER 1982

DISTRIBUTION ACCORDING TO READING SCORES

H.E.L.P. CLASSES	A	B	C	D	NC	INC	NA	PERCENT ASSESSED
**(170)	***47.8	44.2	41.8	44.2	42.1	52.2		
	*(28)	(39)	(28)	(21)	(31)	(23)	(8)	95.5

DISTRIBUTION ACCORDING TO ENGLISH (COMPOSITION) SCORES

(170)	38.0	38.9	34.4	37.2	33.4	44.1		
	(28)	(39)	(28)	(21)	(31)	(23)	(8)	95.5

H.E.L.P. CLASSES INCLUDED IN THE ABOVE DISTRIBUTION

English 60
2917-01

English 71
2923-06

Human Development 1
4425-01

Sociology 3
7972 -07

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Totals include number enrolled in all classes. Individual students may be enrolled in more than one class.

***Indicates average score.

TABLE 6A

COMPARISON OF AVERAGE TASK SCORES
IN NON-ENGLISH DEPARTMENT CLASSES BY GRADES

FALL SEMESTER 1982

DISTRIBUTION ACCORDING TO READING SCORES

CLASSES	A	B	C	D	NC	INC	NA	PERCENT ASSESSED
Accounting 1A	60.7	61.5	58.0	50.1	54.3	59.0	-	
(197)	(45)	(38)	(66)	(16)	(30)	(2)	301	39.6
Accounting 60	52.1	52.3	47.6	55.7	50.0	-	-	
(138)	(28)	(16)	(38)	(16)	(40)	-	122	53.1
Aero. 50	67.7	57.9	54.6	-	54.7	-	-	
(40)	(6)	(17)	(14)	-	(3)	-	24	62.5
Bus. Gen. A	38.2	48.0	51.2	-	45.7	-	-	
(58)	(5)	(4)	(26)	-	(23)	-	14	80.6
Bus. Gen. 20	60.9	56.9	52.5	47.1	53.5	50.8	-	-
(193)	(27)	(54)	(60)	(26)	(22)	(4)	233	45.3
Bus. Gen. 50	66.2	56.5	56.6	52.0	54.7	-	-	-
(88)	(14)	(28)	(18)	(5)	(23)	-	23	79.3
Bus. Gen. 51	64.0	53.6	41.5	-	-	-	-	-
(23)	(12)	(9)	(2)	-	-	-	17	57.5
Cosmetology 50	-	56.7	56.4	-	54.3	-	-	-
(27)	-	(13)	(10)	-	(4)	-	7	79.4
Data Processing	64.2	57.6	54.2	50.9	52.2	33.0	-	-
(485) 26	(72)	(117)	(137)	(52)	(105)	(2)	662	42.3
Elec. Tech. A	43.5	60.9	58.0	61.0	53.6	-	-	-
(29)	(4)	(7)	(5)	(1)	(12)	-	26	52.7
Elec. Tech. 51	48.2	39.6	56.6	22.0	60.5	-	-	-
(21)	(5)	(5)	(8)	(2)	(1)	-	55	36.0
Humanities 1	64.2	57.3	56.9	61.5	55.1	-	-	-
(135)	(48)	(40)	(22)	(8)	(17)	-	99	57.7
Mech.-Elec.-Tech.	66.6	59.5	55.5	50.0	45.8	-	-	-
(40) 51	(8)	(20)	(6)	(2)	(4)	-	14	74.1
Metals-Tech.	32.0	43.5	52.5	48.0	37.7	-	-	-
(10) 50	(2)	(2)	(2)	(1)	(3)	-	21	47.6

TABLE 6A (continued)

COMPARISON OF AVERAGE TASK SCORES
IN NON-ENGLISH DEPARTMENT CLASSES BY GRADES

FALL SEMESTER 1982

	DISTRIBUTION ACCORDING TO READING SCORES							
CLASSES	A	B	C	D	NC	INC	NA	PERCENT ASSESSED
Tech. 38	57.5	48.0	56.0	-	-	-	-	-
(9)	(4)	(3)	(2)	-	-	-	2	81.8
Tech. 50	63.8	53.6	42.0	-	-	52.3	-	-
(32)	(18)	(9)	(1)	-	-	(4)	34	48.5
Tech. 55	58.4	44.0	35.0	49.7	46.0	-	-	-
(28)	(21)	(2)	(1)	(3)	(1)	-	29	49.1
Tech. 60	68.0	59.8	44.0	52.0	61.0	38.0	-	-
(22)	(2)	(15)	(2)	(1)	(1)	(1)	8	73.3

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Indicates total number assessed.

***Indicates average scores. See Table 4A for grade level equivalencies.

TABLE 6B

COMPARATIVE ANALYSIS OF TASK SCORES IN
NON-ENGLISH DEPARTMENT CLASSES

FALL SEMESTER 1982

SUBJECT	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
Administration of Justice 51 & 52	648	314	*48.5	51.3	45.4
Aeronautics 50, 51 & 52	219	144	65.8	56.7	47.6
Anthropology 1	106	49	46.2	56.5	50.4
Art 10	287	146	50.9	54.4	48.7
Biology 1A	128	74	57.8	62.4	54.8
Biology 10	288	207	71.9	58.1	52.2
Business General 50	140	112	80.0	57.1	53.3
Business General 51	51	30	58.8	55.1	52.3
Chemistry 1A	251	117	46.6	61.6	54.4
Cosmetology 50	39	32	82.1	55.2	48.5
Economics 1A	587	268	45.7	59.0	52.8
Family Consumer Science 10	683	348	51.0	55.2	50.7
Geography 1	225	127	56.4	56.4	50.4
Geography 2	138	67	48.6	56.9	50.5
H.E.L.P.	231	207	89.6	43.9	36.9
History 4, 5 & 10	250	120	48.0	56.6	49.4
History 14, 15 & 16	497	234	47.1	48.1	45.4

*See Table 4A for grade level equivalencies.

TABLE 6B (continued)

SUBJECT	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
History 17	756	448	*59.3	58.2	51.8
History 18	568	290	51.1	59.0	51.8
History 19, 20, 22 & 28	144	88	51.1	57.9	50.4
Humanities 1 & 2	493	277	56.2	59.0	51.7
Mathematics W & X	688	447	65.0	47.1	40.7
Mathematics A	657	387	58.9	56.1	50.1
Mech.-Elec.-Technology 51, 52, 71, 72, 73, 74 94, 96B, 112, 121, 122 123, 145C, 152	509	279	54.8	59.6	48.0
Metals-Technology 50, 60 & 70	56	21	37.5	49.3	42.9
Music 10	23	11	47.8	49.5	44.9
Philosophy 4 & 5	366	230	62.8	60.3	54.1
Philosophy 6, 9, 20	380	230	60.5	59.7	53.0
Photography 40	75	49	65.3	59.6	54.0
Physical Science 1	51	29	56.9	55.4	49.5
Physics 5A	93	40	43.0	61.6	56.2
Physics 10	72	29	40.3	60.4	50.8
Political Science 1	660	364	55.2	58.0	52.3
Printing Technology 50	32	13	40.6	53.2	48.3
Psychology 1	612	398	65.0	58.2	52.1
Psychology 50	103	56	54.4	51.3	45.7

*See Table 4A for grade level equivalencies.

TABLE 6B (continued)

SUBJECT	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
Psychology 2	29	11	*37.9	63.5	56.0
Social Science 32, 33 & 43	355	145	40.8	48.0	44.8
Social Science 56	137	84	61.3	47.5	42.7
Sociology 1A	465	265	57.0	53.7	47.9
Sociology 3	281	153	54.4	51.4	45.2
Speech 1	289	166	57.4	56.2	49.9
Speech 7	153	86	56.2	57.0	50.0
Theatre Arts 1 & 2	126	59	46.8	60.5	51.0
Technology 38	16	12	75.0	52.4	43.9
Technology 50	80	37	46.3	59.8	53.4
Technology 53	22	12	54.5	44.4	36.8
Technology 55	61	29	47.5	55.5	44.1
Technology 57	16	5	31.3	55.0	44.8
Technology 60	34	24	70.6	57.5	49.6
Technology 61	24	11	45.8	60.1	49.5
Technology 65	38	11	28.9	52.2	45.4
TOTALS	13,232	7,392	55.9		

*See Table 4A for grade level equivalencies.

TABLE 7A

EVALUATION STUDY OF ASSESSED STUDENTS

SPRING 1982

GUIDE TO STATISTICAL FORMAT

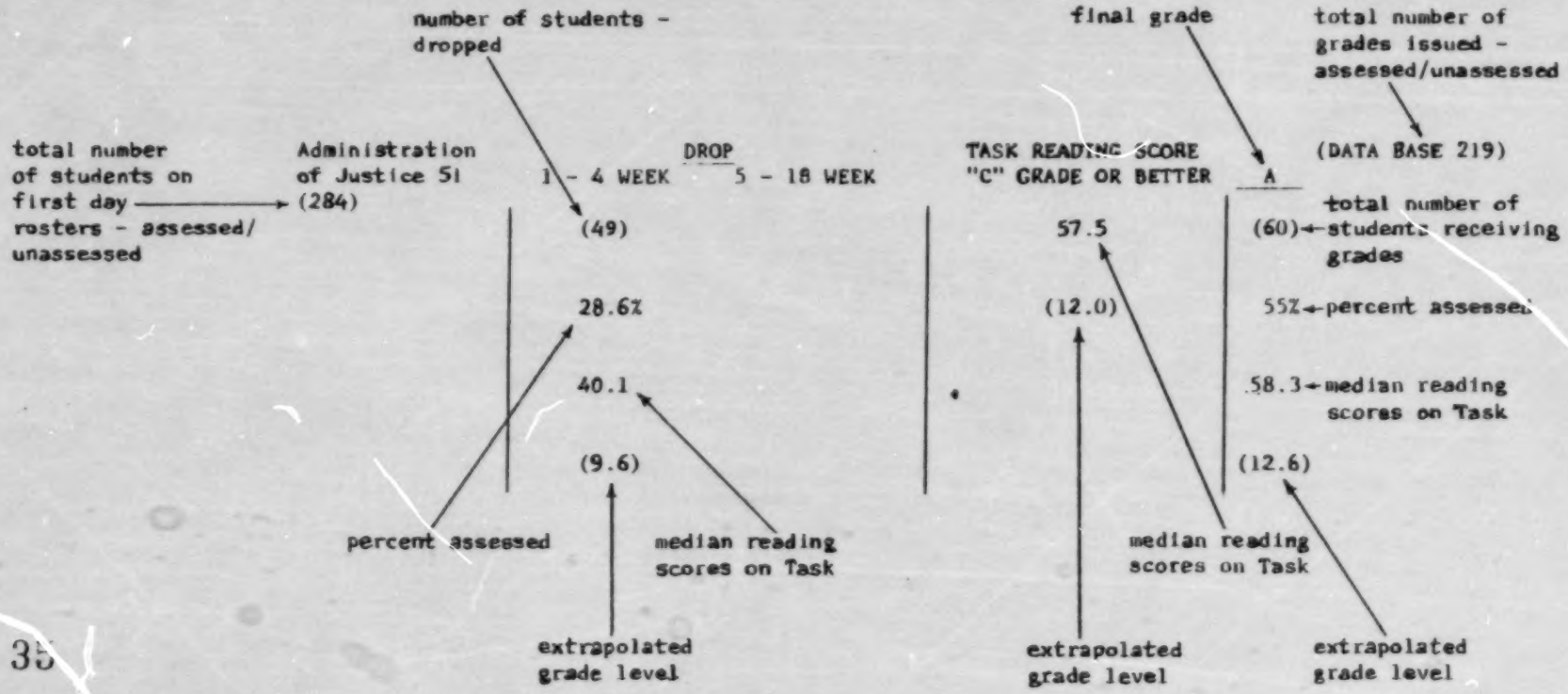


TABLE 7B

EVALUATION STUDY OF ASSESSED STUDENTS

SPRING 1982

	DROP		TASK READING SCORE	ADDS			(DATA BASE 219)			
	1 - 4 WEEK	5 - 18 WEEK	"C" GRADE OR BETTER		A	B	C	D	NC	INC
Administration of Justice 51 (284)	(49)	(64)		48	(60)	(36)	(29)	(20)	(7	(4)
	28.6%	48.4%			55%	58.3%	27.6%	65%	35.7%	25%
	40.1	47.8	57.5		58.3	58.7	51.0	44.5	44.2	33.0
	(9.6)	(10.6)	(12.6)		(12.6)	(12.9)	(10.9)	(10.3)	(10.2)	(7-8)
							(DATA BASE 252)			
Administration of Justice 52 (259)	(40)	(31)		64	(84)	(44)	(28)	(14)	(77)	(5)
	30.0%	32.3%			44%	52.3%	46.4%	64.3%	44.2%	-0-
	48.7	48.5	51.3		54.2	50.2	45.3	46.7	44.4	-
	(10.7)	(10.7)	(10.9)		(11.6)	(10.8)	(10.3)	(10.5)	(10.2)	-
							(DATA BASE 57)			
Aeronautics 50 (79)	(19)	(3)		0	(10)	(15)	(13)	-	(19)	-
	26.3%	33.3%			10%	26.7%	38.5%	-	57.9%	-
	44	49	60.7		63.0	71.0	52.0	-	56.1	-
	(10.2)	(10.7)	(13+)		(13+)	(13+)	(11.0)	-	(12.0)	-
							(DATA BASE 158)			
Art 10 (238)	(78)	(41)		39	(38)	(46)	(25)	(8)	(40)	(1)
	41.0%	24.4%			63.2%	45.7%	60%	37.5%	50%	100%
	46.5	40.7	57.6		62.1	55.9	52.6	44.3	48.5	54.0
	(10.5)	(9.9)	(12.6)		(13+)	(12.0)	(11.3)	(10.2)	(10.7)	(11.6)

TABLE 7B (continued)

EVALUATION STUDY OF ASSESSED STUDENTS

SPRING 1982

	DROP		TASK READING SCORE	ADDS			(DATA BASE 90)			
	1 - 4 WEEK	5 - 18 WEEK	"C" GRADE OR BETTER		A	B	C	D	NC	INC
Chemistry 1A (128)	(31)	(26)		19	(16)	(28)	(28)	(6)	(8)	(4)
	45.2%	34.6%			81.3%	57.1%	57.1%	83.3%	37.5%	50%
	59.2	57.8	63.3		65.7	64.4	60.2	59.0	49.7	68.0
	(12.9)	(12.6)	(13+)		(13+)	(13+)	(13.0)	(12.9)	(10.8)	(13+)
							(DATA BASE 25)			
Cosmetology 50 (48)	(18)	(8)		3	(7)	(10)	(6)	(1)	(1)	-
	38.9%	62.5%			100%	100%	83.3%	100%	100%	-
	34.0	38.8	50.0		60.1	46.8	42.2	26.0	15	-
	(7-8)	(9.3)	(10.8)		(13.0)	(10.5)	(10.0)	(6.9)	(-6.9)	-
							(DATA BASE 344)			
Economics 1A (524)	(133)	(130)		83	(58)	(97)	(112)	(40)	(36)	(1)
	36.1%	33.8%			34.5%	55.7%	55.1%	45%	38.9%	100%
	55.5	54.9	58.2		68.4	57.1	55.9	58.2	53.7	28
	(12.0)	(11.9)	(12.6)		(13+)	(12.3)	(12.0)	(12.6)	(11.6)	(6.9)
							(DATA BASE 399)			
English 1A (601)	(142)	(174)		114	(66)	(143)	(127)	(24)	(24)	(15)
	78.2%	80.5%			81.8%	84.6%	87.4%	91.7%	91.7%	80%
	62.3	64.3	63.1		65.4	63.4	61.7	61.4	65.0	64.8
	(13+)	(13+)	(13+)		(13+)	(13+)	(13+)	(13+)	(13+)	(13+)

TABLE 7B (continued)

EVALUATION STUDY OF ASSESSED STUDENTS

SPRING 1982

	DROP 1 - 4 WEEK	DROP 5 - 18 WEEK	TASK READING SCORE "C" GRADE OR BETTER	ADDS	A	B	(DATA BASE 340) C	D	NC	INC
English 57 (445)	(90)	(96)		81	(20)	(95)	(139)	(25)	(61)	-
	91.1%	83.3%			85.0	95.8%	94.2%	96%	85.2%	-
	54.0	56.4	56.1		58.4	58.1	54.5	54.0	56.4	-
	(11.6)	(12.0)	(12.0)		(12.6)	(12.6)	(11.9)	(11.6)	(12.0)	-
							(DATA BASE 212)			
English 56 (266)	(43)	(56)		45	(31)	(5)	(110)	-	(66)	-
	93%	94.6%			93.5%	80%	95.5%	-	97%	-
	49.3	49.1	49.0		52.4	49.3	48.1	-	47.2	
	(10.7)	(10.7)	(10.7)		(11.0)	(10.7)	(10.6)	-	(10.5)	-
							(DATA BASE 231)			
English 55 (278)	(57)	(92)		102	(24)	(7)	(120)	-	(79)	(1)
	89.5%	91.3%			91.7%	85.7%	95.8%	-	87.3%	100%
	35.4	35.6	38.5		40.4	53.3	37.4	-	38	50
	(7-8)	(7-8)	(9.3)		(9.6)	(11.3)	(7-8)	-	(9.0)	(10.8)
							(DATA BASE 122)			
English 70 (145)	(39)	(36)		52	(2)	-	(68)	-	(47)	(5)
	97.4%	91.7%			100%	-	95.6%	-	91.5%	80%
	29.5	28.7	29.9		38	-	29.6	-	29.0	37.3
	(6.9)	(6.9)	(6.9)		(9.0)	-	(6.9)	-	(6.9)	(7-8)

TABLE 7B (continued)

EVALUATION STUDY OF ASSESSED STUDENTS

SPRING 1982

	DROP		TASK READING SCORE	ADDS			(DATA BASE 68)			
	1 - 4 WEEK	5 - 18 WEEK	"C" GRADE OR BETTER		A	B	C	D	NC	INC
English 71 (85)	(17)	(21)		21	(17)	(12)	(25)	(3)	(8)	(3)
	100%	100%			100%	91.7%	88%	66.7%	100%	100%
	46.4	44.4	47.1		51.4	44.9	45.0	38.5	51.5	46.3
	(10.4)	(10.2)	(10.5)		(10.9)	(10.3)	(10.3)	(9.3)	(11.0)	(10.4)
							(DATA BASE 11)			
English 72 (21)	(10)	(1)		1	(1)	(4)	(6)	-	-	-
	90%	100%			-	100%	100%	-	-	-
	58.1	56.0	56.5		-	65.3	50.7	-	-	-
	(12.6)	(12.0)	(12.3)		-	(13+)	(10,9)	-	-	-
							(DATA BASE 609)			
Family and Consumer Science 10 (718)	(159)	(123)		167	(173)	(132)	(97)	(37)	(161)	(9)
	45.2%	37.2%			39.9%	57.6%	64.9%	67.6%	52.2%	88.9%
	49.4	48.6	55.4		60.3	55.7	49.6	50.4	52.3	50.0
	(10.7)	(10.7)	(11.9)		(13+)	(12.0)	(10.8)	(10.8)	(11.0)	(10.8)
							(DATA BASE 355)			
History 17 (522)	(133)	(112)		78	(55)	(86)	(119)	(32)	(59)	(4)
	40.6%	40.2%			36.4%	54.7%	59.7%	75%	35.6%	25%
	50.5	53.6	59.9		65.5	59.4	58.6	50.8	54.1	67.0
	(10.9)	(11.6)	(13.0)		(13+)	(12.9)	(12.9)	(10.9)	(11.6)	(13+)

TABLE 7B (continued)

EVALUATION STUDY OF ASSESSED STUDENTS

SPRING 1982

	DROP 1 - 4 WEEK	DROP 5 - 18 WEEK	TASK READING SCORE "C" GRADE OR BETTER	ADDS	A	B	C	D	NC	INC
Humanities 1 (522)	(80)	(35)		32	(65)	(56)	(45)	(13)	(29)	(1)
	50.0%	48.6%			70.8%	71.4%	73.3%	69.2%	41.4%	-
	53.3	53.5	59.3		62.5	59.9	54.2	54.4	49.6	-
	(11.3)	(11.6)	(12.9)		(13+)	(13.0)	(11.6)	(11.6)	(10.8)	-
							(DATA BASE 225)			
Philosophy 6 (212)	(32)	(34)		79	(84)	(63)	(49)	(6)	(13)	(10)
	56.3%	32.4%			57.1%	58.7%	61.2%	66.7%	61.5%	60%
	57.7	57.7	59.8		62.6	59.5	55.9	51.3	54.0	56.0
	(12.6)	(12.6)	(13.0)		(13+)	(13.0)	(12.0)	(10.9)	(11.6)	(12.0)
							(DATA BASE 421)			
Political Science 1 (558)	(124)	(100)		87	(33)	(119)	(179)	(32)	(36)	(22)
	57.3%	41%			60.6%	62.2%	64.8%	71.9%	50%	50%
	54.3	54.0	60.6		58.9	63.2	59.3	51.1	51.6	51.5
	(11.6)	(11.6)	(13+)		(12.9)	(13+)	(12.9)	(10.9)	(11.0)	(11.0)
							(DATA BASE 606)			
Psychology 1 (731)	(159)	(104)		138	(137)	(180)	(127)	(29)	(123)	(10)
	52.8%	50%			51.1%	56.7%	59.8%	65.5%	41.5%	70%
	54.6	53.2	58.5		62.6	58.8	54.5	48.6	52.7	60.3
	(11.9)	(11.3)	(12.9)		(13+)	(12.9)	(11.9)	(10.7)	(11.3)	(13.0)

TABLE 7B (continued)

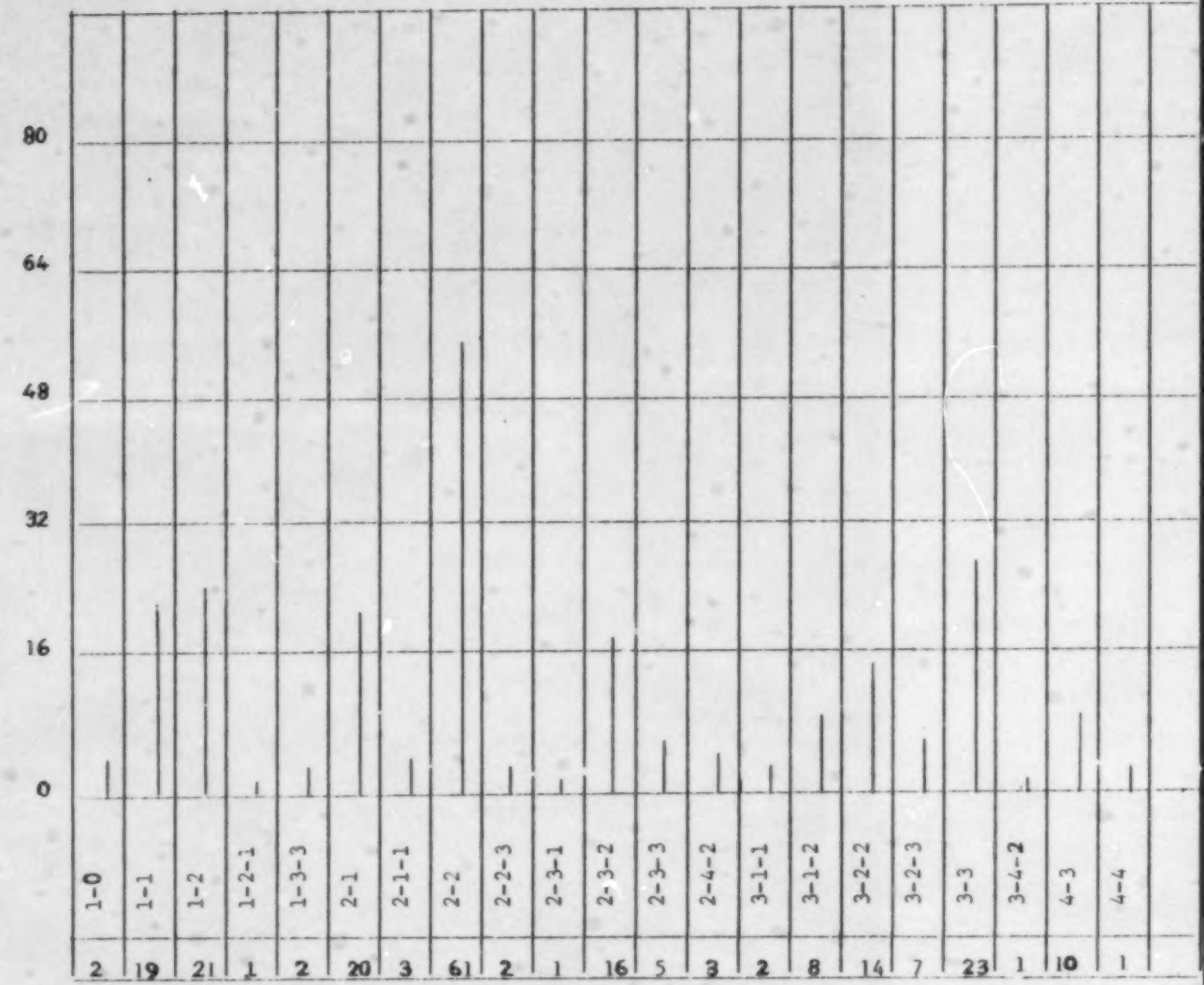
EVALUATION STUDY OF ASSESSED STUDENTS

SPRING 1982

	DROP		TASK READING SCORE	ADDS			(DATA BASE 312)			
Sociology 1A (427)	1 - 4 WEEK	5 - 18 WEEK	"C" GRADE OR BETTER		A	B	C	D	NC	INC
	(95)	(123)		103	(74)	(85)	(75)	(27)	(46)	(5)
	48.4%	39.0%			58.1%	63.5%	50.7%	48.1%	34.8%	40%
	48.4	53.2	56.6		60.0	57.9	50.8	47.2	52.0	53.5
	(10.6)	(11.3)	(12.3)		(13.0)	(12.6)	(10.9)	(10.5)	(11.0)	(11.6)
							(DATA BASE 255)			
Math W (377)	(125)	(108)		111	(60)	(47)	(45)	(23)	(76)	(4)
	52.8%	44.4%			63.3%	44.7%	64.4%	73.9%	61.8%	75%
	40.5	42.2	46.2		47.5	48.6	42.7	39.2	40.0	36.3
	(9.9)	(10.0)	(10.4)		(10.6)	(10.7)	(10.1)	(9.3)	(9.6)	(7-8)
							(DATA BASE 150)			
Math X (197)	(49)	(46)		48	(22)	(32)	(34)	(15)	(46)	(1)
	71.4%	56.5%			68.2%	68.8%	67.6%	60.0%	63.0%	100%
	50.6	52.1	53.1		55.5	51.0	53.4	48.9	43.3	66.0
	(10.9)	(11.0)	(11.3)		(12.0)	(10.9)	(11.3)	(10.7)	(10.1)	(13.+)

ENGLISH 57 ESSAY EXAMINATION -

FREQUENCY DISTRIBUTION OF STUDENTS ACCORDING TO GRADING CRITERIA

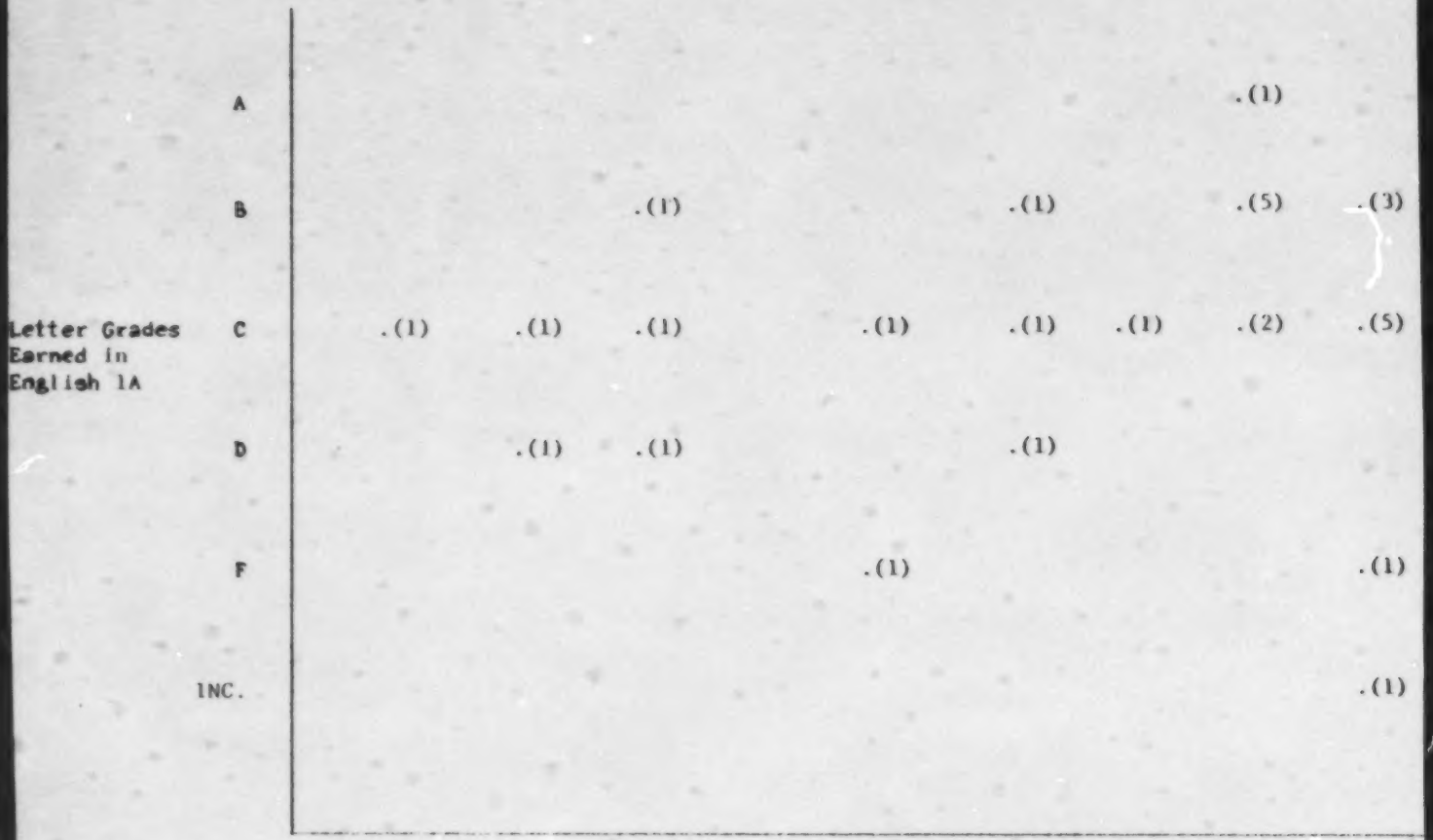


(DATA BASE 222)

SCORING CRITERIA

TABLE 8A

ENGLISH 57 ESSAY EXAMINATION -
SCATTERGRAM OF ENGLISH 1A CORRELATED TO ESSAY EXAMINATION AND GRADING CRITERIA



(DATA BASE 30)

ESSAY GRADING CRITERIA

TABLE 88

TABLE 9

ENGLISH 70 -

VARIATION IN PREDICTABILITY BETWEEN NELSON READING TEST AND TEST OF ADULT BASIC EDUCATION

(Months) VARIATIONS	INSTANCES	PERCENTAGE
0	7	6.4
1	14	12.7
2	12	10.9
3	6	5.5
4	5	4.6
5	9	8.2
6	8	7.3
7	4	3.6
8	4	3.6
9	4	3.6
1 year+	37	33.6
	110	

TABLE 10A

ENGLISH 1A PLACEMENT WAIVERS

SUMMER/FALL SEMESTER, 1982

ANALYSIS OF REASONS FOR STUDENT WAIVERS FOR ENGLISH 1A

REASONS INVOLVED	NUMBER	PERCENT
Took pre-requisite class at S.C.C.	36	20.93
Had SAT score above 500	14	8.14
Had ACT score above 21	3	1.74
Took qualifying test at another college	37	21.51
Took pre-requisite class at another college	65	37.79
Had degree from another college	5	2.91
Had TOEFL score	12	6.98
TOTALS	172	100.0%

TABLE 10B

ENGLISH 1A PLACEMENT WAIVERS

SUMMER/FALL SEMESTER, 1982

ANALYSIS OF STUDENTS RECEIVING WAIVERS FOR ENGLISH 1A FOR SUMMER/FALL, 1982

	NUMBER	PERCENT
Number waived but never enrolled	87	50.58
Number enrolled but dropped before the end of 12th week	25	14.53
Number still enrolled but making unsatisfactory progress at end of 12th week	12	6.98
Number enrolled and making satisfactory progress at end of 12th week	48	27.91
TOTAL	172	100.0

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

JUL 1 1983